ELT Resources Review

Edpuzzle: A Formative Assessment Tool

by Ali Asiri

Summary: This article describes the benefits of using Edpuzzle, a tool that allows teachers to create a lesson based on videos, as a formative assessment.

Keywords: teaching English, formative assessment, affordances, educational technology, assessment tools, technology

With the shift to distance teaching and learning, English language teachers have had to adjust by integrating online tools to meet their students' needs, including moving their assessment from in-person to online tools. Edpuzzle is an effective tool that helps teachers formatively assess their students' progress and understanding. This review highlights the aim and purpose of Edpuzzle, shows some implementation, and briefly talks about Edpuzzle's usefulness to other teachers.

The purpose of this tool, as noted by Edpuzzle, is to create lessons based on a video with easy-to-use editing tools. These easy-to-use tools include trimming a video, adding voice-over, and adding multiple-choice questions, open-ended questions, or a note. To create an Edpuzzle video, teachers can either upload their own video or select from various built-in domains (i.e., YouTube, TEDtalks,

National Geographic, and others). Edpuzzle provides features to modify a video to fit the teacher's own goals and objectives.

One possible way to incorporate Edpuzzle in a classroom, based on my own experience, is as a formative assessment tool. For example, when teaching students about writing a paragraph, a teacher may use this tool to support and assess students' understanding of the lesson by giving them the chance to watch a video and answer the questions. At first, the teacher would select a video to be used–for example, one on paragraph writing–and then assign it to a class within Edpuzzle that the teacher has built and invited the students to join. Alternatively, you can send the video link to students. Teachers can easily check who has completed the task. Figure 1 shows an example of students' progress. Once the task has been completed by all
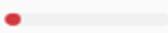

Figure 1: Example of students' progress

the students, the teacher can view their answers and measure their progress through the web-based gradebook or through Excel files. This allows the teacher to determine what aspect of the lesson is challenging for their students based on their answers.

Other English language teachers may find Edpuzzle effective and valuable beyond formative assessment because of its variety of "affordances" (Gibson, 1986). Affordances refers to what a technology offers to its users, such as feedback and visual aid. One of the affordances of Edpuzzle is instant feedback. For example, when a student answers a question within a video, feedback will show instantly after selecting an answer whether it is correct or not. This instant feedback could contain more information than just the correctness of their answers. The feedback could, for example, say "Go back to 1:30 and listen carefully to what the presenter mentioned", or "Click on this link and read more about this point." Figure 2 shows an example of instant feedback. Another affordance is the visual aid that Edpuzzle provides to students. For instance, in the example above about writing a paragraph, it is helpful for students to actually see the names of the structure of a paragraph and hear the description. These affordances may be used in different contexts and with different purposes, making Edpuzzle a highly relevant and appropriate educational tool for English language teachers.
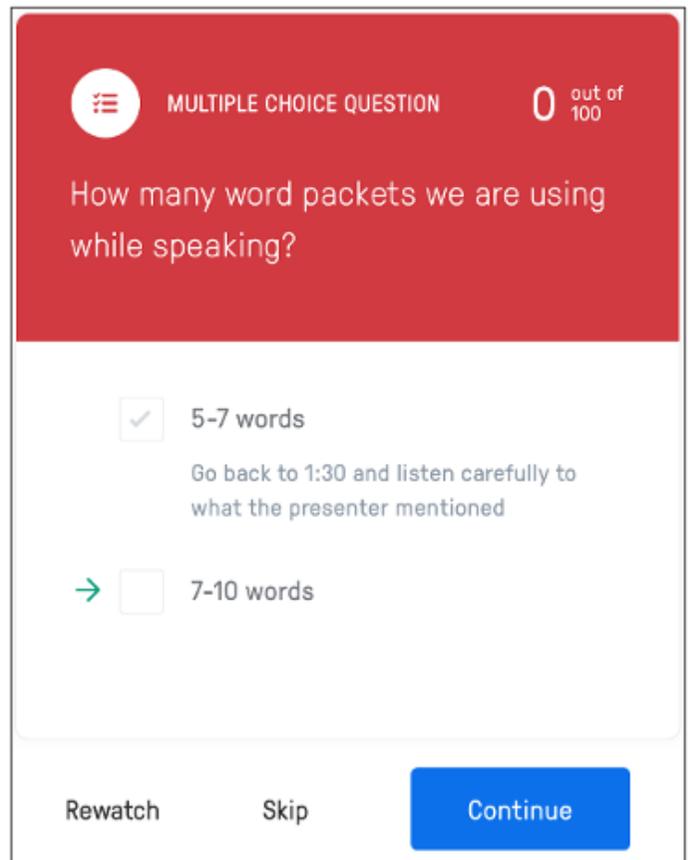

Figure 2: An example of instant feedback

References

Gibson, J. J. (1986). The ecological approach to visual perception. Lawrence Erlbaum Associates. Inc., Hillsdale.

Schiaffino, R. (n.d.). Paragraph Writing [Video]. Edpuzzle.

Ali Asiri is a PhD student in the Language, Literacy, and Technology program at Washington State University. He has a BA in English Language, an MA in Teaching English as a Second Language from Gonzaga University, and he is now pursuing a PhD degree with a focus on Educational Technology for English Language teachers. Ali's research interests include CALL, Teacher Education, and Educational Technologies. He is experienced in teaching English and training teachers. You can contact him at ali.asiri@wsu.edu .